



**THE IMPLEMENTATION OF PEER LESSON STRATEGY TO
INCREASE STUDENTS' ABILITY AT MASTERING SIMPLE PAST
TENSE AT EIGHT GRADE JUNIOR HIGH SCHOOL OF MTS DARUL
MUKHLISIN, SEI RAMPAH**

SKRIPSI

**Submitted to the Faculty of Tarbiya Science and Teacher Training State Islamic
University of North Sumatera Medan as a partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By:

**MUTI'AN RIDHON
34.14.3.077**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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ABSTRACT

Muti'an Ridhon (34.14.3.077) The Implementation of Peer Lesson Strategy to Increase Students' Ability At Mastering Simple Past Tense at Eight Grade of Mts Darul Mukhlisin Islamic Boarding School, Sei Rampah.

Skripsi, Medan: Department of English Education, Faculty of Tarbiya Science And Teacher Training the State Islamic University of North Sumatera, Medan (2018)

Keywords: *Peer Lesson Strategy, Simple Past Tense Mastery*

This Research was attempted to improve students' ability at mastering simple past tense by using peer lesson strategy. This study was conducted by using classroom action research. The subject of the research was the eight grade of Mts Darul Mukhlisin Islamic Boarding School, Sei Rampah that consist of 23 students. The research was conducted in two cycles. The cycle I consisted of two meetings and the cycle II consisted of two meetings. The data of this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary notes, it was found that the students were active in language teaching. The quantitative data were taken from tests, the students' score kept improving in every test. In the pre test, it was found 34,34. In the post test I was 56,95 and the post test II was 75,21. Based on the percentage of students' score in pre test, students who got point up to 70 was only 1 student of 23 students (4, 34 %), in the post test I, there were 8 Students of 23 students (34, 78 %), and in the post test II, there were 19 Students of 23 students (82, 60 %). The total improvement from pre-test until the post test II was 78, 26 %. The result of this research showed that peer lesson strategy can improve students' ability at mastering simple past tense.

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This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

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Muti'an Ridhon
34.14.3.077

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is the expression of ideas by means of speech – sounds combined into words.¹ Language as mean of communication has a great function in human life. Every human uses language to transfer message what in his mind to another person. For this purpose, some language component should be well mastered by students, namely, vocabulary, spelling, and grammar.

Grammar is the science that discuss about how to speak, to read, to write in English correctly.² Language is a spoke by people making sound which evolve into words, phrases, and sentences. Language time overtime. What we call grammar is simply a reflection of a language at a particular time.

Grammar can help us to learn a language more quickly and more efficiently. The science of grammar teaches us how language is spoken and written correctly and effectively.³ English grammar covers one of grammatical types is tenses. Tenses is time form that used to express about situation, and even. This event can be known by tenses.⁴ Tenses consists of simple present tense, the present continuos

¹Sholihatul Hamidah Daulay, (2011) , *Introduction to General Linguistics*, Medan : La-Tansa, p.11

²Faidal Rahman Ali, (2009) *English Grammar*, Yogyakarta : Pustaka Widyatama, p.1

³Dakhsina, et al,(1998), *Contemporary English Grammar* , New delhi : Palace, p.3

⁴Faidal Rahman Ali, (2009) *English Grammar*, Yogyakarta : Pustaka Widyatama, p.183,

tense, the future tense, and the past tense. The simple past tense is used for a past situation and action when definite point of time in the past is given, a past habit, and in conditional sentence.¹⁰

In other hand, the simple past tense is describe an action which happened before the present time and is no longer happening. Simply, the simple past tense is used to describe a completed activity that happened in the past.

However, in reality, the students' ability at mastering the simple past tense is low. Based on researchers' observation at eight grade of Darul Mukhlisin Islamic Boarding School, many students have low ability in simple past tense.

There are many factors that can cause the low ability in the past tense ; internal and external factors. The internal factors are motivation, interest, IQ, talent, ect. While the external factor are medium, facility, and environment , including the teaching strategy. The teaching strategy is regarded give much influence to move the students' ability in the simple past tense.

There are many strategies in teaching English, one of them is peer lesson strategy. This strategy can apply in teaching English in the simple past tense because the aim of using strategy is make the students easier in learning, including the simple past tense.

Therefore, this study conducted to investigate how the peer lesson was applied in teaching English especially in the simple past. So, the writer interested in conducting research entitled : The Implementation of Peer Lesson Strategy to Increase Students' Ability in Mastering Simple Past Tense at Eight Grade of Mts Darul Mukhlisin Islamic Boarding School, Sei Rampah.

¹⁰ Olivia W, (2006), *Developing English Grammar Sentence*, Jakarta : Great Media, p.29

B. The Identification of the Problem

Based on the background of the study above, there are many problems that can be identified as follows : (1) The students are not serious when they study simple past tense, (2) The students have low abilities in studying simple past tense, ect.

C. The Formulation of the Problem

Based on identification above, the formulation of study are “ How can peer lesson strategy to increase the simple past tense?”

D. The Objective of the Study

The objective of this research are :

1. To know the students' ability at simple past before using peer lesson strategy.
2. To know the students' ability at simple past after using peer lesson strategy.
3. To know the students' respond in language teaching when peer lesson strategy applied.

E. The Significances of the Study

The research of this research hopefully can be useful for the teachers as the theoretical benefits or practical benefits. The theoritical benefits of this research are:

1. For the principal of MA Darul Mukhlisin, Sei Rampah : this result is used as the basic information to improve the ability on simple past tense of students.
2. For the teacher: It can be applied by teacher to increase students' ability in grammar especially on simple past tense.
3. For students: It is expected to give them motivation in English learning in order to be easier at mastery simple past by using peer lesson strategy.



CHAPTER II

THE REVIEW OF THE LITERATURE

A. Theoretical Framework

1. Simple Past Tense

a. Definition of Simple Past Tense

There are many definitions of simple past. The researcher will present experts' explanation that related to simple past tense. Pardiono stated that "*simple past digunakan untuk menjelaskan sesuatu, aktivitas, atau peristiwa yang terjadi di masa lampau.*" (simple past was used to express something, activity, or event that happen in the past time).¹¹ Raymond stated that simple past to talk about action or situation in the past.¹² Milada Brokal stated that simple past tense talk about the past.¹³ Rahmah Fithriani stated that the simple past tense describe an action which happened before the present time and is no longer happening.¹⁴ Patricia K Werner and Jhon P Nelson stated that the simple past tense describes and action or situations that began and ended in the past.¹⁵ Faidal Ali stated that simple past was talk about the past that explain the events, or action activity, that happened in past and known also when the action was happening.¹⁶ The Writer concluded that simple past is to show an events, or action activity, that happened in the past.

b. Pattern of Simple Past

The pattern of the simple past tense is " S + V2 + O/C. There are two

¹¹ Pardiono, (2007), *Bahasa Inggris 16 Tenses*, Yogyakarta : Andi, p. 59

¹² Raymond Murphy, (1985), *English Grammar in Use*, Avon : Cambridge University Press, p. 22

¹³ Milada Brokal, (2007) *Grammar Form and Function*, New York : Mc Graw Hill, p. 52

¹⁴ Rahmah Fithriani, (2010) *English Grammar*, Bandung : Media Perintis, p. 112

¹⁵ Patricia K Werner and Jhon P Nelson, (2007) *Mosaic Grammar*, New York : Mc Graw Hill, p. 19

¹⁶ Faidal Rahman Ali, (2009), *English Grammar*, Yogyakarta : Pustaka Widyatama, p.200

important patterns should be mastered in simple past tense, verb pattern and nominal pattern. Verbal pattern is the sentence where the predicate is verb such as “**she went to Malaysia last week**”. We know that **she** as subject because it is as pronoun that located in first sentence, **went to** as predicate, **Malaysia** as complement, **Last week** is adverb of time that is as complement too. This sentence told about last time that the action or activity did in last week.

Nominal pattern is sentence where the predicate is not verb but often be used an adjective, noun, or adverb. Eventhough we know that auxiliary verb part of verb too. For example “**I was happy yesterday**”. This sentence that **I** as subject because the pronoun located in the first sentence, **was** as predicate and part of auxiliary verb that include verb too but this sentence connected to **happy** as adjective, and **yesterday** as complement that part of adverb of time.

c. The Function of Simple Past Tense

The Simple Past is used :¹⁷ 1) To express a past situation and action and known when the action was happening. 2) To express an action or even has done and action finished in the same time in the past. 3) To express an event and habitual action in the past.

Marcella Frank told that the past progressive form emphasizes the duration of one past event that has possible beginning and ending. what is particularly stressed is the midst of the action : The past progressive form may express duration of an event at one point in the past.¹⁸

In telling stories and describing what happened in the past, we use simple past as “ time anchor” – to establish the key ‘ time frame’ of events. We also use

¹⁷ Faidal Rahman Ali, (2009), *English Grammar*, Yogyakarta : Pustaka Widyatama, p.201

¹⁸ Marcella Frank, *Modern English* (New York : Prentice – Hall,), p. 73

the simple past show to describe the key events that move the story forward. We use another tenses (notably the past perfect and past continuous) to show relationship of other events to this ‘time frame’. In the early stages of teaching past tenses, teachers often focus exclusively on the use of the past simple for events within a finished period of time, leaving its use in narrative until later. So, simple past is to talk about something happened in the past, it can be one minute ago, an hour ago, etc. If the students mastered about tenses as the basic grammar in English especially simple past, automatically their ability in English has improved. If there is a question about why we should study about English especially in simple past, the answer is because language is included in the category of science, no exception English language. In Islam, every human has to demand the science and reach the education as high as possible.

It is related to the Al Qur'an surah Al- Mujadilah verse 11 :

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا وَابْرُكُوا لِلَّهِ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

The meaning: *O you who believe ! when you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up [for prayers, jihad(holy fighting in Allah's cause), or for any other good deed] rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well- Acquainted with what you do*¹⁹

From the verse above, the writer concludes that when someone has

¹⁹ Abdullah Yusuf Ali, (2004), *The Meaning of The Holy Quran*, Maryland : Amanah Publication, Beltsville, p.534

knowledge and ability, Allah will rise up to suitable ranks and degrees between other people. Eventhough, we studied English grammar because it is part of science.

عن أبي هريرة قال : كان رجل من الأنصار يجلس الى رسول الله صلى الله عليه وسلم, فيسمع من النبي صلى الله عليه وسلم الحديث فيعجبه و لا يحفظه, فشكى ذلك الى رسول الله صلى الله عليه وسلم, فقال : يا رسول الله إني لأسمع منك الحديث فيعجبني و لا أحفظه. فقال رسول الله صلى الله عليه وسلم : استه عن يمينك و أوماً بيده الخط. (رواه الترمذي)
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From Abu Huraira, he said: there was an Anshor man sat beside of the Messenger of Allah heard the hadith from the Messenger of Allah, the hadith amazed him and he did not memorize it, he complained to the Messenger of Allah and he said: O Messenger of Allah, I have heard of the hadith it amazes me and I don't memorize it. So Rasulullah SAW said: ask for helping with your right hand. And the man made writing with his hand "(Narrated by Tirmidzi).

In this hadith told that how important in studying writing. Prophet Muhammad SAW suggested to human to study writing. Thus, the researcher taught basic writing of grammar. The correlation between verse and hadith is the verse told about how important science. So the human has knowledge because it is as 'lamp' in the life. While in hadith, suggestion to study writing. Every science you get, you have to write down it n the paper. If not, you can't get it. Therefore, the important to write all of the lesson that you study it especially in mastering simple past tense. You can take the advantages of this study are; you know making the sentence based on the time and you know how to write simple past tense on paper.

²⁰ Muhammad bin Isa At-Tirmidzi, (2013), *Sunan At- Tirmidzi 4*, Depok : Gema Insani, p.214

The simple past tense is formed by using the simple past form of the verb. Firstly, for the regular verb, the past form is made by adding *-ed* to the verb but not all of the past form end by *-ed*.²¹

In conclusion, the students' ability in simple past is the power or capacity students in understanding the material about simple past and be said that the student ability in simple past is one proof the student ability in English especially about simple past increased.

2. Peer Lesson Strategy

a. Definition of Peer Lesson Strategy

According to Siberman defined that “ *Strategi Peer Lesson merupakan strategi yang mendukung pengajaran sesama siswa di dalam kelas. Strategi ini menempatkan menempatkan seluruh pengajaran kepada seluruh anggota kelas.*” (Peer Lesson Strategy is a strategy that develops peer teaching in classroom. This strategy takes all responsibilities for the students as a member of the class).²²

The peer lesson strategy is the strategy to increase the students' responsibility in each group to master the topic for explain to other group in class with their own method.

The peer lesson strategy is one of active learning. This strategy is designed to increase the students' responsibility and demand to each group has positive relationship inter students because responsibility to mastery the material of lesson to teach another group. In peer lesson strategy, the students demand to be active learning in the class or out-class, they gave the chance to choose what strategy student uses and they have responsibility to mastery the material that can present

²² Melvin L. Siberman, (2010) *Active Learning : 101 Cara Belajar Siswa Aktif*, Bandung : Nuansa, p.185

to another group.

When the students learned by active learning, they dominate active learning. Thus, they use their mind to think about mind idea from the material, problem solving, or to apply the material in the real life. By peer lesson learning, the students can be active learning in-class or out-class and they have responsibility to discuss and to teach the material to their friends. So they studied hard by personality or group. Finally, the result of study can be maximal.

Applying peer lesson in learning, dominate the students to learn, to comprehend, to discuss, to ask, feed back, and share the material to the their friends. To get information or giving the material can be affective, if applied peer lesson strategy. Maslaw and Brunner said “ Peer lesson can be active learning for students because study from the friends, the student gets social area that can control their emotional and intellectual.”²³

a. Principle of Peer Lesson Strategy

Using peer lesson strategy help utilize all the resource available to teacher. Students understand how other students communicate. Additionally, how one student internally assimilates information can be expressed to help other students understand it better.

1) Editorial

When students have a written assignment due, they have exchange papers in the class prior to the teacher for reviewing their work. Allow each student time within the class to read and edit another student’s work. Of course, the student is not grading the paper, but they are being forced to find the things done well and

²³ *Ibid*, p. 23

the areas of improvement.

2) Presentation

Giving the students a topic to research and present to the class is a great peer teaching strategy. As teachers are able to provide the basic background for each lesson to the students.

3) Breaking into smaller groups

One great peer lesson strategy is to break the class into smaller groups. Before the groups move off to discuss the topic, give them an overview of the topic and provide each group with specific task they must meet within a given time frame. When time is done, explain that group should have a presenter that shares the groups result with the rest of the class. This is a great technique to force students to brainstorm and think.

b. Design of Peer Lesson Strategy

According to Siberman, Peer lesson strategy is a strategy that develops peer teaching in classroom. This strategy takes all responsibilities for the students as a member of the class.²⁴ The learning design with Peer Lesson Strategy are as follows: 1) The teacher divides the students for small groups. 2) The teacher gives the topic to each group to study carefully about the topic. 3) Asking to each group to prepare the topic to their friend. 4) Asking to each group to explain the topic by own strategy. 5) Each group will explain the material base on the topic. 6) The teacher gives conclusion. The peer lesson strategy is one of active learning. This strategy is designed to increase the students' responsibility and demand to each group has positive relationship inter students because responsibility to mastery the

²⁴ *Ibid*, p. 25

material of lesson to teach another group. In peer lesson strategy, the students demand to be active learning in the class or out-class, they gave the chance to choose what strategy student uses and they have responsibility to mastery the material that can present to another group.

c. The Procedure of Peer Lesson Strategy

Here is the following procedures : 1) Dividing the students for small groups as many the materials. 2) Giving one topic from the material for each group small group to study carefully about the topic, and then explain the topic to the other groups. 3) Asking each group to prepare the strategy that they will explain the topic for their friends in class. Suggest them do not use the basic method or strategy to explain the topic, such as read the paper. 4) Give some suggestion, such as ; Using visualization method, prepare the necessary media, using the relevant examples,giving the opportunities to the other group for asking some questions. 5) Giving the students enough time to prepare, in the classroom or out off class. 6) Each group will explain the material base on the topic. 8) After doing all the task, the teacher will give the conclusion and clarification to give the true one about the material and also to give more comprehension for the students.²⁵

From some steps of peer lesson strategy above, the teacher asks the students for active learning by using mental and physic, in classroom or out off the class. Thus, the students will increase their ability in the simple past tense and they will feel many experiences for study, and finally they will get the best mark as the result of their mark.

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d. The Advantages and Disadvantages of Peer Lesson Strategy

²⁵ *Ibid*,p.23

1. There are many advantages of peer lesson strategy, namely : ²⁶ brain will, maximal result in lesson, the material always be remembered, the comfort in learning, and brain can process the information well. Brain will is one of the effect of using peer lesson strategy. The students will more active in studying in classroom or out off class, the teacher will give the opportunity for the student not only to choose what strategy they will use but also responsibility to explain the topic. By using this strategy they will use their brain, either to find the main idea from the topic or to solve the problem for apply what the new knowledge they have in their daily activity. Maximal result in Lesson by using peer lesson strategy the students will more active, in classroom or out off class.

The Material always be remembered because the students be active in the class and they have responsibilities to share their knowledge to the friends. Automatically. they prepare their topic and present to their friends. So, the students should remember the material as good as possible. The comfort in learning because using peer lesson strategy is strategy that invite the students become more active. With this active learning the students are invited in teaching learning process directly. Not only mental but also their physically are invited in learning process. By using this strategy the students will get fun and comfort situation.

Brain can process the information well. It cannot process well if the brain condition is bad, so we need something that can use to connect the new information and information before. If the learning process is passive, it cannot connect about the last and the new information. The steps can be repeated the

²⁶ Dewi Anisa. 2013. <http://pengertian-siswa.org/peer-lesson.html>. Accessed on march 14 th, 2018, 22.49 wib

information, asking the information or teaching to the other. The steps can be found in peer lesson strategy.

Disadvantages of peer lesson strategy, namely : a) Not all member of group to be active. b) Spend much time to explain each topic for each group. c) If the teacher does not supervise in learning, the student may be noise. d) This strategy suitable for high education.

B. Related Study

Wardani, entitle “ The implementation of Peer Lesson Strategy to increase the students’ achievement in learning English”.²⁷ The study was conducted by using classroom action research. The research aimed to find out the students’ achievement in Learning English will develop by using peer lesson strategy. The population was taken only one class in VII A consists of 34 students. The research was conducted in two cycles and the first cycle consisted of two meetings. The instruments of collecting data were quantitative and qualitative data (diary notes, observation sheet, interview, and questionnaire sheet). Based on the test score, students’ score kept improving in every test. In the test I mean was 65,4375, in the test II the mean was 78,125 and test III the mean was 87,5625. Based on observation sheet and questionnaire sheet, it was found that teaching learning process run well. Students were active and interest in learning English. The result of the research showed that peer lesson strategy significantly improved students’ achievement in learning English. She suggested to English teacher that be better use peer lesson strategy in teaching - learning process in English.

C. Conceptual Framework

²⁷Rita kusuma wardani, (2010), *The implementation of Peer Lesson Strategy to increase the students’ achievement in learning English*. Medan : Unimed, Thesis

Peer lesson strategy can increase the students' ability at mastering simple past because peer lesson strategy is one of strategy in active learning. The students will share their knowledge by using their own strategy or method to explain the topic with their friends. They will more be active and interest to English lesson especially in study about simple past tense. The English teacher will know the ability of each student when they do peer lesson strategy in classroom. The student will be more active and spirit in studying simple past material with strategy.

Strategy can help the teacher in teaching learning process in classroom. By using the strategy the teacher will give the good atmosphere and motivation to her/his students in learning English especially in simple past material.

Thus, by implementation of peer lesson strategy, the student will be more active because there is a change in their behavior and knowledge. It can be seen from their learning itself especially in simple past tense lesson.

CHAPTER III

RESEARCH METHOD

A. Research Design

The Research design used by Classroom Action Research (CAR) . CAR is reflective process of progressive problem solving led by individual working with others in team as a community practice to improve the way they address issues and solve the problem.

Kemmis defined in Masnur's Book that “ *Penelitian Tindakan Kelas adalah suatu kajian yang bersifat reflektif diri dan kolektif yang dilakukan peneliti untuk meningkatkan rasional dan tindakan sosial mereka.*”(Classroom Action Research a form of self-reflective and collective undertaken by researcher in social condition in order to improve the rationality and their social action).²³ According to Suyanto stated “ *suatu bentuk penelitian yang berbentuk reflektif dengan melakukan tindakan tertentu agar dapat memperbaiki dan meningkatkan praktek pembelajaran di kelas secara profesional.*” (a reflective form of research by taking certain action to correct and improve classroom teaching practice professionally.²⁴ Kurt Lewin presents 4 steps in Classroom Action Research, they are : Planning, Acting, Observing, and Reflecting.²⁵

1. Planning

Planning is the preparation of action will be done. It included all of the information or data that should be collected by the researcher, and any equipment

²³ Wina Sanjaya, (2009), *Penelitian Tindakan Kelas*, Jakarta : Prenadamedia, p.24

²⁴ Masnur, (2013), *Melaksanakan PTK itu Mudah*, Jakarta : Bumi Aksara, p.9

²⁵ Ridwan Abdullah and Sudiran, (2013), *Meningkatkan Profesionalisme Guru melalui PTK*, Bandung : Citapustaka, p.1

or tool that needed before do the action. In this step we think and consider what action will do done, how method will be applied and what material provided. Planning should be based on the problem identified which is done in the pre – research.

2. Action

Action is the activity that is done by the teacher in the classroom as the implementation of the project. It is the step of implementing of all planning arranged. In this step, the research applied what he or she has planned.

3. Observation

Observation is the research of action that will be done to record the proces during teaching and process. It foreshadows the achievement of reflection. Observation is technique that used by the teacher in order to give the comprehension and to improve the students' learning in teaching material. In this aspect, the writer should be able to observe every action, response, and attitude of the students to the actions and tasks given to them.

4. Reflection

Reflection is a feedback process from the action that has been done before. Reflection is used to help the teacher make dicision. The researcher analyzes all recording information in learning process by using observation sheet and the result that have done.

B. Subject of the Research

The Subject of this research was Grade VIII Junior High School of Darul Mukhlisin Islamic Boarding School, Sei Rampah, which located at Tanah Handil,

Cempedak Lobang, Sei Rampah. The total number of the students of this class is 23 students.

C. The time and Place of the Research

This research was carried out for two weeks started from 1st until 14th September 2018. The place is located at Tanah Handil, Cempedak Lobang, Sei Rampah.

D. The Procedure of Collecting Data

The Procedures of collecting data for this research were conducted by implementing two cycles. Each cycles consists of two meeting and every meeting include into four steps.

CYCLE I

a. Planning

Planning is arrangemet for doing something. In this phase, teaching program use peer lesson strategy. In this cycle, firstly, the teacher explains about the adventures of learning English through making simple past. Teacher introduced peer lesson strategy while the aim and steps. Then, correlated it into the subject of simple past by using this strategy. It means that the teaching – learning process implemented peer lesson strategy to increase students' ability in simple past. Further, the students conducted the teacher's instruction implementing strategy's steps. After that, the teacher divided the class become some groups and the teacher gave the different topic for each group. Every group explained their topic for another group with their strategy; they choosed their own strategy that they thought it is comfortable for their topic. After all the groups finished explain their topic, the teacher gave the conclusion and gave the solution of their problem .

b. Action

Action	
Teacher's Activity	Students' Activity
<ol style="list-style-type: none"> 1. teacher opened the class by greeting to the students in opening class. 2. the teacher asked and showed the students about the advantages making simple past 3. the teacher sets the class rules during teaching – learning process 4. the teacher described what topic about to the students and asked students to open their book. 5. the teacher introduced peer lesson strategy in learning simple past. 6. the teacher described the aim and steps of peer lesson strategy in learning Simple past tense as the material. 7. The teacher divided students into some groups and described simple past material. 8. The teacher asked for each group students to make simple past tense and make their strategy for explaining the topic for each group. And the student gave some strategy to use for students to use besides the 	<ol style="list-style-type: none"> 1. The students gave their responses to show politeness. 2. Students keep silent and pay attention to the teacher's explanation. 3. The students listened to the teacher . 4. The students conducted teacher's instruction. 5. The students pay attention seriously. 6. The students pay attention and asked some questions that they had not understood yet. Students conducted teacher's instruction. 7. The teacher conducted the teacher's instruction and found their group. 8. The students conduct what the teacher said. And choose their strategy based on discussing before. 9. Every group explained their topic with their own strategy to other group. 10. The students gave their fully attention for the teacher's explanation. 11. The students listened and conduct teacher's instruction carefully. 12. The students responded teacher by salam.

<p>common strategy.</p> <p>9. The teacher looked to the students when they explained their topic for other group.</p> <p>10. After all groups finished to explain their topic, the teacher make the conclusion.</p> <p>11. The teacher reminded students to comprehend more what the simple past tense rules, form and how to use in correct sentence.</p> <p>12. The teacher ended the class by closing and salam.</p>	
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c. Observation

Observation proposed to find out information action by observer in the classroom during in teaching learning process. The observation was done during the action going on. Observation was done to collect the data namely, teacher and students' activity, attitude during learning process going on. In this section, the researcher would do the observation formal. And evaluate result of action using of learning activity sheet.

d. Reflection

Reflection is feedback process from the action that has been done before. Reflection is used to help the teacher make decision. The researcher analyzes all recording information in learning process by using observation sheet. and the result that have done. The students were still shy to practice in front of the class. So, this condition would be repaired to compile the text action in cycle II.

CYCLE II

After conducting this cycle, it was expected that result was better than cycle I.

a. Planning

In this cycle, peer lesson strategy applied in teaching learning process in simple past material. The topic was same as before. The teaching learning process was more emphasize students to explain the simple past tense with some strategy from teacher. The writer created more supportive condition in order to foster the students to give their responses and participants actively in class. The end of use all, the teacher asked students whether use this strategy develop their comprehends in simple past in English or not.

b. Action

Action	
Teacher's Action	Students' Action
<ol style="list-style-type: none"> 1. The teacher greeted the students to open the class. 2. The teacher asked the students again about the advantages of mastering Simple Past. 3. The teacher reminded again the class rules to the students. 4. The teacher told students about the topic and asks them to open the book. 5. The teacher described more the aim and steps of peer lesson strategy in learning simple past. 6. The teacher divided the students into some groups and describes simple past tense material which has been learned. 	<ol style="list-style-type: none"> 1. The students geve their responses to show politeness 2. The students answer the teacher question 3. The students listened to the teacher and agreed to the class rule while conduct what the teacher's instruction 4. The students pay attention and ask some questions that they had not understood yet 5. The students conduct the teacher instruction 6. The students conduct the teacher instruction 7. The students pay attention with the strategy that the teacher gave 8. Each group explained their

<p>7. The teacher asked the students in every group to mastering simple past and explained with other groups with the strategy from the teacher.</p> <p>8. The teacher allowed the groups to explain the topic with the different strategies.</p> <p>9. The teacher gave the opportunities for all students for asking question when they have the difficulties in explained the topic.</p> <p>10. The teacher answered their questions.</p> <p>11. After the students discussed all the topic based on simple past material , the teacher asked the students privately that whether they enjoy learning English or not.</p> <p>12. Teacher asked the students privately that whether they easier to mastery Simple Past by implementin this strategy or not</p> <p>13. Teacher asked the students privately that wether by implementing peer lesson strategy develop their comprehending simple past</p> <p>14. The teacher ended the class by salam</p>	<p>topic with the strategy to other group and giving the time for asking some question</p> <p>9. Some students that had difficulties to understand about the material asked the teacher to make it clearly</p> <p>10. The students heard by attention</p> <p>11. The students answered the teacher's question based on themselves.</p> <p>12. The students answered the teacher's question based on themselves.</p> <p>13. The students answered the teacher's question based on themselves.</p> <p>14. The students supposed teacher's closing and salam</p>
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c. Observation

The teacher observes every action and students' attitude that are happened during teching-learning process. The observation was done during the action going on. Observation was done to collect the data namely, teacher and students'

activity, attitude during learning process going on. In this section, the researcher would do the observation formal.

d. Reflection

In this phase, the feedback of the teaching learning process was taken from the result of observation, such as ; photo and diary notes. Dealing with the objection of the research to develop students' ability at mastering simple past tense, and students become :

1. The students were not confused about the procedure of peer lesson strategy because the teacher explained about peer lesson strategy clearly.
2. Many students were active in doing the task, even some of them made noisy when teaching learning process, they had known what they did in discussion.
3. Many students tried their opinions confidently because they wanted to give the best
4. The leaders of the groups were well because they known their task to control the group.
5. The teacher explained about the procedure of peer lesson strategy clearly, so most of the students understood about that.
6. The teacher gave change to the students to ask if there were something that they did not understand about the procedure of learning, so they could ask about anything they did not understood yet.
7. The teacher explained that the leader of each group must be responsibility for his/her group, so they knew what had to they do.
8. The teacher admonished the students who could not control their voice to be quit in order to all students to try to keep quit.

9. The teacher move around the class during doing the task in order to see the students' difficulties in discussion the topic and gave helping when they needed so many students ask helping related to the topic and procedure of peer lesson strategy.

In this cycle II, the teacher controlled the class better than cycle I. The teacher motivated the students to give the best, asked the students to give question if they did not understand about the topic or about the procedure of peer lesson strategy. The result of research indicated that there were improvements on the students' ability in simple past tense which was taken from observation, interview sheet, photos and diary notes to show that students' interest in simple past tense increase.

E. Technique of Analyzing the Data

This research will apply quantitative and qualitative data. The quantitative data would be analyzed in score while teacher taught writing ability by using TTW method. Through quantitative data the researcher would know there will be an improvement or not on the students' writing ability by using TTW method. And to know the difference of the test success after using TTW method the researcher applied the following t-test formula:

$$T = \frac{D}{\frac{D^2 - \frac{(D)^2}{N}}{N - 1}}$$

Where :

D = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.²⁶

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented. In this study, the researcher will use the multiple choices in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide

²⁶Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138

what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Establishing Trustworthiness of The Study

Trustworthiness, according to Lincoln and Guba involves credibility, transferability, dependability, and confirmability. These four concepts are extension or adaptations, of the traditional categories of internal validity, external validity, reliability and objectivity.²⁷ The researcher only use the credibility, specifically in triangulation.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.²⁸ There are four kinds of triangulation, they are : (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher will use source triangulation.

The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

²⁷Clive Opie, *Doing Educational Research*, (USA: Sage Publication,2004) p. 69

²⁸Marilyn Lichtman, *Qualitative Research in Education: A User's Guide*, (USA : Sage Publications,2010) p. 229

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher would like to described the result of preliminary study, cycle I and cycle II, as follows:

1. Preliminary Study

In the preliminary study, the researcher was attempted to improve students' ability in mastering simple past tense before peer lesson strategy was applied. The result showed that the ability of students in masteringsimple past tense was still low, they was still confuse in answer the test. The Minimum Passing Grade (KKM) in that school was 70. The number of students who followed the test was 23 students. The result of pre-test, the total score of the students was 790 and the mean of students' score was 34,34.

The quantitative data above indicated that the students' ability in mastering simple past tense was low. It could be seen from the mean score of the students was 34.34 and the percentage of the students' score of the test was 4, 34 % or only 1 students who succeeded or got score up to 70. On the other hand, 22 students unsuccessful or didn't get score up to 70. This data can be seen in the appendix.

To support thequantitative data, it can be seen from the qualitative data that was taken by using observation and interview.The observation was done before the researcher applied the peer lesson strategy in learning process. The result of observation could be seen from the following data: when the researcher observed some of students, the researcher saw that the students difficult in mastering

simple past tense, and the students found it's really hard to answer the test in the classroom.

From the qualitative data above, it could be proven that the reason why the students get difficulty in learning English especially in simple past tense

Based on the result of analysis above, it can be concluded that the students' ability in mastering simple past tense is still low. Therefore, the researcher would like to improve the students' ability in mastering simple past tense by using peer lesson strategy. So, the researcher continued to the first cycle.

2. Cycle 1

The researcher has done some steps in the first cycle. They were planning, action, observing and reflection. The activities have been done in some steps, they are:

Planning

Planning was the arrangement for doing something considered in advance. Planning has to be flexible because it depended on circumstance and the curriculum. After the problem has been known, the researcher as the teacher and the other teacher working together to plan everything needed in order to solve the students' problem. So, the researcher prepared everything related to her teaching and learning process.

In this phase, there were some activities done by researcher. They were:

- a. Developing a lesson plan that consists of steps for action.
- b. Preparing research instruments, such as an observation sheet for the students and teacher to observe their activities in the learning process.
- c. Preparing the material and give the topic to each group in class.

- d. Designing a procedure of teaching simple past tense by using peer lesson strategy.

Action

Action is the process of doing something. It is the implementation of planning. The researcher is flexible and ready to situation changing in the school. Thus, the action is dynamic, needed immediately decision for what will be done and completed simple evaluation.

In this phase, the researcher used learning design with peer lesson strategy are as follows: 1) The teacher divides the students for small groups. 2) The teacher gives the topic to each group to study carefully about the topic. 3) Asking to each group to prepare the topic to their friend. 4) Asking to each group to explain the topic by own strategy. 5) Each group will explain the material base on the topic. 6) The teacher gives conclusion.

Observation

The teacher observes every action and students' attitude that are happened during teaching-learning process. The observation was done during the action going on. Observation was done to collect the data namely, teacher and students' activity, attitude during learning process going on. In this section, the researcher would do the observation formal.

Reflection

Reflection is the feedback process from the action that has been done. It is use to help teacher make decision by analyzing the situation and the students' difficulties of problem in understanding the lesson. In this phase, researcher took

the feedback from teaching and learning process from the result of the observation sheet and students test. The purpose is to increase the students' ability on simple past tense material. Based on the data the researcher continue to the cycle II to get better result.

3. Cycle 2

The researcher chosen to continue the research in the second cycle. The aim of second cycle was to improve the students' score in the post test of the cycle I.

Then, the researcher added some activities in the cycle I that have done while teaching simple past tense in four steps: planning, action, observing, and reflecting.

Planning

The result of cycle I indicated that there was an improvement in the students' vocabulary, but it may didn't improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle II will be conducted. It is also has three meetings with the same steps.

Action

Action is the process of doing something. It is the implementation of planning. The researcher is flexible and ready to situation changing in the school. Thus, the action is dynamic, needed immediately decision for what will be done and completed simple evaluation.

In this phase, the researcher used learning design with peer lesson strategy are as follows: 1) The teacher divides the students for small groups. 2) The teacher gives the topic to each group to study carefully about the topic. 3)

Asking to each group to prepare the topic to their friend. 4) Asking to each group to explain the topic by own strategy. 5) Each group will explain the material base on the topic. 6) The teacher gives conclusion.

Observation

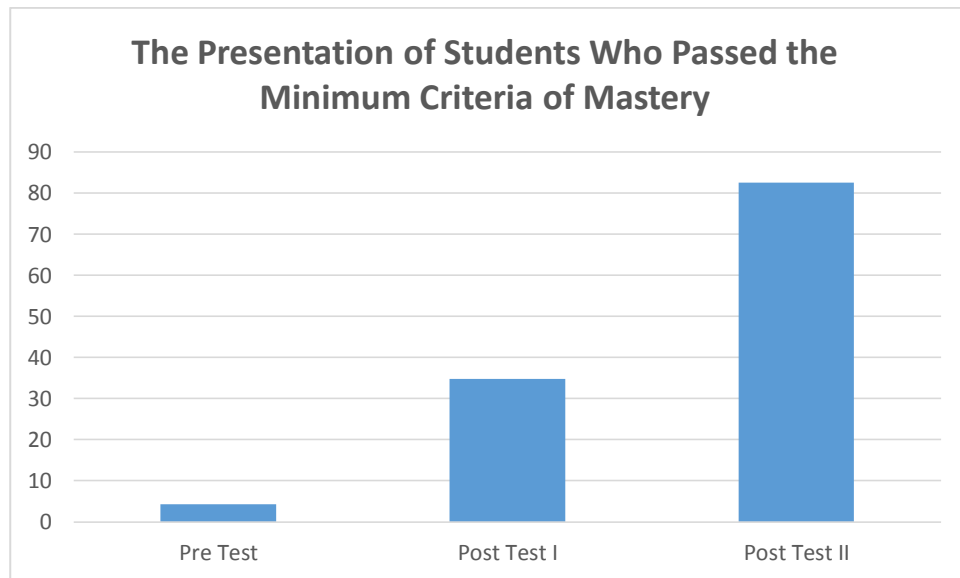
The researcher observed that the students were active in learning process. They tried to explain the material to their friend by own method. The student's ability in mastering simple past increased.

Reflection

The researcher took the feedback from teaching and learning process from the result of the observation sheet and students test. The students were active in the class. They shared the material to their friend by own strategy and they answered the test.

B. Discussion

This research was conducted to find out the improving of students' ability in mastering simple past tense by applying peer lesson strategy. The peer lesson strategy could be used by the teacher in teaching English especially to help the students to improve the students' ability in simple past tense. This also had been proved by the result of observation and interview. Both of them showed that the students' ability in simple past tense improved since peer lesson applied either in cycle I or in cycle II though the result in cycle I was still not enough.



Based on the quantitative data, students' score increased significantly. In the pre-test, there were 4, 34 % (1 of 23 students) who got score ≥ 70 . In the post-test I, there were 34, 78 % (8 of 23 students) who got score ≥ 70 . In the post-test II, there were 82, 60 % (19 of 23 students) who got score ≥ 70 . the coefficient of t-observation = 2,81. It means that there was improvement scores from pre-test to post-test I were 30.44%. The improvement scores from post-test I to post-test II were 47,82% and from the pre-test to post-test II were 76.28%. Most of students' score improved from the first test to the third test.

The improvement was not only showed by the increasing score in quantitative data but also from the qualitative data; interview, observation, diary notes and photographs. The students become more enthusiastic, more active in discussion, and easily controlled. At least, when the students were given the test in the cycle II, they looked more confident.

From the explanation above peer lesson strategy can increase the students' ability at mastering simple past because peer lesson strategy is one of strategy in active learning. The students shared their knowledge by using their own strategy

or method to explain the topic with their friends. They were more active and interested to English lesson especially in study about simple past tense. Thus, by implementing of peer lesson strategy, the student were more active because there is a change in their behavior and knowledge. It can be seen from their learning itself especially in simple past tense lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. In the preliminary study, students' ability in simple past tense was found still low. It was proven by both the result of quantitative and qualitative data. It could be observed with the mean of students' score in pre-test of cycle I was 34,34 (1 of 23 students) who got score ≥ 70 . The percentage of students' score in pre test of cycle I was 4, 34 % .
2. Next, the result of the cycle I showed that quantitatively, there were only 34, 78 % or 8 of 23 students passed the test in cycle I, in which, the average of the students' score was 56,08. It meant, there was a little bit improvement if compared with result in preliminary study, however, it was still not enough. On the other hand, qualitatively, it was also showed a better changed. It could be seen from the result of the learning process but, the cycle I considered still unsuccessful.
3. In the cycle II, there was a significant improvement of students' ability in simple past tense. It was proven by the result of the test in the cycle II which 19 of 23 students passed the test, or as many as 82, 60 % or 19 of 23 students passed the test. All students who passed the test success with the mean score 76,08. On the other side, the result of the observation and interview in the cycle II showed that there was a significant improvement too. From the interview result, generally, students claimed that peer lesson was fun and made their English improved so that they could answer the questions of the test.

At least, according to the result from the preliminary study until the cycle II, step by step, students's ability in simple past tense improved. Therefore, it was concluded that the students' ability in simple past tense was improved by using peer lesson strategy.

B. Suggestion

Some suggestions were offered namely:

1. For Principal of MTs Darul Mukhlisin, Sei Rampah, to encourage the teacher to apply peer lesson strategy.
2. For the English teacher, it is useful to apply peer lesson strategy as one of alternative strategies in teaching simple past tense.
3. For the other researcher, it is very useful as the additional and become reference in conducting a research which relate to this research.

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APPENDIX I

SIKLUS I RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Sekolah	: Mts.PP. Darul Mukhlisin
Materi Pokok	: Simple Past
Siklus Pembelajaran	: Menulis
Kelas / semester	: VIII / I
Alokasi Waktu	: 2 x 40 menit (2 x pertemuan)

STANDAR KOMPETENSI

1. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana terbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari – hari.

KOMPETENSI DASAR

- 1.1. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks sehari- hari dalam teks berbentuk naratif dan report

TUJUAN PEMBELAJARAN

Pada akhirnya pembelajaran, siswa dapat :

1. Melengkapi esai berbentuk past tense

❖ Karakter siswa yang dapat diharapkan : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

BAHAN PEMBELAJARAN

✓ Past tense

form

Verbal

Positive : S + V₂

Negative : S + Did + not + V₁

Interrogative : Did + S + V₁

Note = was/were , tobe in past

I	}	was	They	}	Were
He			We		
Was			you		
it	}				

C = complement = could be *Noun, Adjective, or Adverb*

✓ Regular

Infinitive	Past Tense	Past Participle	Meaning
------------	------------	-----------------	---------

Abase	Abased	Abased	Menghinakan
Abate	Abated	Abated	Berkurang
Ask	Asked	Asked	Bertanya
Blame	Blamed	Blamed	Menyalahkan
Beg	Begged	Begged	Mengemis
Carry	Carried	Carried	Membawa
Close	Closed	Closed	Menutup
Call	Called	Called	Memanggil
Explain	Explained	Explained	Menjelaskan
Observe	Observed	Observed	Mengamati
Open	Opened	Opened	Membuka
Talk	Talked	Talked	Berbicara
Walk	Walked	Walked	Berjalan

✓ **Irregular**

Infinitive	Past Tense	Past Participle	Meaning
Begin	Began	Begun	Mulai
Bring	Brought	Brought	Membawa
Cut	Cut	Cut	Memotong
Come	Came	Come	Datang
Draw	Drew	Drawn	Menggambar
Eat	Ate	Eaten	Makan
Get	Got	Got, gotten	Memperoleh
Give	Gave	Given	Memberi
Go	Went	Gone	Pergi
Sell	Sold	Sold	Menjual
Speak	Spoke	Spoken	Berbicara
Teach	Taught	Taught	Mengajar
Wind	Wound	Wound	Melilit, Memutar
Write	Wrote	Written	Menulis

✓ **Examples**

(+) You opened the door yesterday

(-) You didn't open the door yesterday

(?) Did you open the door yesterday?

✓ **Time signal**

- Yesterday : kemaren
- Just now : baru saja
- Last night : tadi malam
- Last week : minggu lalu

- Two days ago : dua hari yang lalu
- Month ago : satu bulan yang lalu

METODE PEMBELAJARAN : PEER LESSON

LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam guru
- Siswa merespon salam dan sapaan dari guru

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membagi siswa dalam beberapa kelompok kecil
- ☞ Memberikan pembahasan sub materi kepada tiap kelompok
- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna *secara tekun*
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik *dengan bertanggung Jawab*

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

SUMBER BELAJAR

- a. Buku teks yang relevan

PENILAIAN

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> • Membuat kalimat sederhana berbentuk past tense • Memilih pilihan yang paling tepat 	Tes tulis Tes tulis	Essay Pilihan berganda	Write down sentences in past tense form ! Please choose the best answer for the following questions!

✓ Rubrik Penilaian

✓ Pedoman Penilaian.

1. Untuk No. 1 tiap jawaban benar skor 20
2. Untuk No. II, tiap jawaban benar diberi skor 4
3. Jumlah skor maksimal $20 \times 4 = 80$
4. Nilai maksimal keseluruhan 100

$$5. \text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Sentence structure	25
Punctuation	25
Spelling	25
Paragraph Development	25

Sei Rampah, 5 September 2018
Guru Mapel Bahasa Inggris,

(Muti'an Ridhon)

APPENDIX II

SIKLUS II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran	: Bahasa Inggris
Sekolah	: Mts.PP. Darul Mukhlisin
Materi Pokok	: Simple Past
Siklus Pembelajaran	: Menulis
Kelas / semester	: VIII / I
Alokasi Waktu	: 2 x 40 menit (2 x pertemuan)

STANDAR KOMPETENSI

2. Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana terbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari – hari.

KOMPETENSI DASAR

- 2.1. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks sehari- hari dalam teks berbentuk naratif dan report

TUJUAN PEMBELAJARAN

Pada akhirnya pembelajaran, siswa dapat :

2. Melengkapi esai berbentuk past tense
- ❖ Karakter siswa yang dapat diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

BAHAN PEMBELAJARAN

✓ Past tense form

Nominal(non- action)

Positive : S + was/ were +C
Were

Negative : S + was/were +not +C

Interrogative : Did + S + V₁

C = complement _ could be *Noun, Adjective, or Adverb*

Note = was/were , tobe in past

I	}	They	}
He		We	
She	Was	You	
it			

✓ Examples

(+) I was happy yesterday

(-) I was not happy yesterday

(?) Was I happy yesterday?

✓ Time signal

- Yesterday : kemaren
- Just now : baru saja
- Last night : tadi malam
- Last week : minggu lalu
- Two days ago : dua hari yang lalu
- Month ago : satu bulan yang lalu

METODE PEMBELAJARAN : PEER LESSON

LANGKAH-LANGKAH KEGIATAN

b. Kegiatan Pendahuluan

Apersepsi :

- Siswa menjawab salam guru
- Siswa merespon salam dan sapaan dari guru

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membagi siswa dalam beberapa kelompok kecil
- Memberikan pembahasan sub materi kepada tiap kelompok
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna *secara tekun*
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
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- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik *dengan bertanggung Jawab*

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

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- a. Buku teks yang relevan

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✓ Rubrik Penilaian

Sentence structure	25
Punctuation	25
Spelling	25
Diction	25
Paragraph Development	25

- ✓ Pedoman Penilaian.
- a) Untuk No. 1 tiap jawaban benar skor 20
 - b) Untuk No. II, tiap jawaban benar diberi skor 4
 - c) Jumlah skor maksimal I $20 \times 4 = 80$
 - d) Nilai maksimal keseluruhan 100

$$\text{e) Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Sei Rampah, 12 September 2018
Guru Mapel Bahasa Inggris,

(Muti'an Ridhon)

APPENDIX III

Pre – test

Name :

Please choose the best answer for the following questions

1. Did you ... letter to becky two month ago?
 - a. Wrote
 - b. Writing
 - c. Written
 - d. Write
2. The lecturer ... this matter to the students when they were in third semester.
 - a. Explaining
 - b. Explains
 - c. Explain
 - d. Explained
3. you standing near the window when it was broken?
 - a. It
 - b. Was
 - c. Am
 - d. Were
4. John and jane ... all their assignment yesterday
 - a. Finished
 - b. Have finished
 - c. Will finish
 - d. Finish
5. Rani ... some eggs and some breads last night.
 - a. Eaten
 - b. Was ate
 - c. Ate
 - d. Eats
6. Did roby ... to his home yesterday?
 - a. Returned

- b. Return
 - c. Returns
 - d. Was return
7. I ... born seventeen years ago.
- a. Were
 - b. Was
 - c. Will
 - d. Have
8. My students.....hard last night
- a. Study
 - b. Studied
 - c. Was study
 - d. Studying
9. When I.....it is raining 5 minutes ago
- a. Got up
 - b. Getting up
 - c. Gets up
 - d. Get up
10. They.....about this project in this restaurant yesterday
- a. Talking
 - b. Talked
 - c. Talk
 - d. Talks

APPENDIX IV

Post Test I

Name :

Please choose the best answer for the following questions

1. Did you ... letter to becky two month ago?
 - a. Wrote
 - b. Writing
 - c. Written
 - d. Write
2. The lecturer ... this matter to the students when they were in third semester.
 - a. Explaining
 - b. Explains
 - c. Explain
 - d. Explained
3. you standing near the window when it was broken?
 - a. It
 - b. Was
 - c. Am
 - d. Were
4. John and jane ... all their assignment yesterday
 - a. Finished
 - b. Have finished
 - c. Will finish
 - d. Finish
5. Rani ... some eggs and some breads last night.
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 - b. Was ate
 - c. Ate
 - d. Eats
6. Did roby ... to his home yesterday?
 - a. Returned

- b. Return
 - c. Returns
 - d. Was return
7. I ... born seventeen years ago.
- a. Were
 - b. Was
 - c. Will
 - d. Have
8. My students.....hard last night
- a. Study
 - b. Studied
 - c. Was study
 - d. Studying
9. When I.....it is raining 5 minutes ago
- a. Got up
 - b. Getting up
 - c. Gets up
 - d. Get up
10. They.....about this project in this restaurant yesterday
- a. Talking
 - b. Talked
 - c. Talk
 - d. Talks

APPENDIX IV

Post Test II

Name :

Please choose the best answer for the following questions

1.he read novel last night?
 - a. Do
 - b. Did
 - c. Done
 - d. Are
2. My teacher.....me about this Mathematic last year
 - a. Taught
 - b. Teaching
 - c. Teaches
 - d. Teach
3. I.....a cake to your house last night
 - a. Bring
 - b. Brought
 - c. Brings
 - d. Bringing
4. Julio.....an active student last year
 - a. Were
 - b. Was
 - c. Is
 - d. Are
5. I my mother last Sunday.
 - a. Call
 - b. Called
 - c. Calls
 - d. Calling
6. We didn't with his plan
 - a. To agree
 - b. Agreeing
 - c. Agreed
 - d. Agree
7. Where did you in 2010?
 - a. Lives
 - b. Live
 - c. Living
 - d. Lived
8. Yoga his car three days ago

- a. Sold
- b. Sell
- c. Selling
- d. Sells

9. Nanda : I to the beach with my friends yesterday.

- a. Go
- b. Went
- c. Gone
- d. Going

10. She bought a t-shirt ...

- a. yesterday
- b. tomorrow
- c. tonight
- d. today

APPENDIX V

Answer's Key Pre Test

1. D
2. D
3. D
4. A
5. C
6. B
7. B
8. B
9. A
10. B

APPENDIX VI

Answer's Key Post Test I

1. D
2. D
3. D
4. A
5. C
6. B
7. B
8. B
9. A
10. B

APPENDIX VII

Answer's Key Post Test II

1. B
2. A
3. B
4. B
5. B
6. D
7. B
8. A
9. B
10. A

APPENDIX VIII

Diary Notes

First Meeting (Wednesday, September 5th 2018)

Introducing and giving pre test

The researcher entered the class and prepared many tools for pre test. Then, the researcher opened the class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. There were dialogue between the researcher and the students. The students received the pre test sheet. The researcher explained the instruction in the pre test sheet. They did pre test but during the test some time they asked what they understand yet. After that, the researcher divided the students into some groups and gave a topic each group. The researcher asked the students to discuss the topic in their group and than to explain another groups, the topic about simple past tense. So, the students presented their topic another groups by using own strategy. They were active and some of them asked question to the presenter. 15 minutes before the end of the time, the researcher gave the conclusion.

Second Meeting (Thursday, September 6th 2018)

The researcher entered the class and greeted the students. All the member in the class prayed together. After that, the researcher divided the students into some groups and gave a topic each group. The researcher asked the students to discuss the topic in their group and than to explain another groups, the topic about simple past tense. So, the students presented their topic another groups by using own strategy. They were active and some of them asked question to the presenter.

After that, the researcher gave the conclusion and asked the students to do post test I.

Third Meeting (Wednesday, September 12th 2018)

The researcher entered the class and greeted the students. All the member in the class prayed together. After that, the researcher divided the students into some groups and gave a topic each group. The researcher asked the students to discuss the topic in their group and than to explain another groups and continued the next topic. So, the students presented their topic another groups by using own strategy. There were many studensts felt difficulty in sharing knowledge. some students known about the topic but difficult to explain another friends. They were active and some of them asked question to the presenter. After that, the researcher gave the conclusion.

Forth Meeting (Thursday, September 13th 2018)

In this meeting, the researcher entered the class and greeted the students. All the member in the class prayed together. After that, the researcher divided the students into some groups and gave a topic each group. The researcher asked the students to discuss the topic in their group and than to explain another groups and continued the next topic. So, the students presented their topic another groups by using own strategy. They were active and some of them asked question to the presenter. After that, the researcher gave the conclusion. 15 minutes before the end of the time, the researcher asked the students to do post test II. After doing post test II, the researcher gave motivation to the students to study well.

APPENDIX IX

Interview Sheet

Interview with the Students in the First Session

R : oke sister, do you like study English?

s1 : yes, I like

s2 : yes, I like

s3 : yes, I like

R : Do you know about simple past tense?

s1 : yes, I know..

R : what do you know about past tense?

s1 : because past tense kata lampau,

R : and you sister?

s2 : yes, I know.

R : what do you know about past tense?

s2 : because past tense is pekerjaan yang sudah dilakukan,

R : and you sister?

s3 : yes I know, simple present adalah kata kerja,, oopsss,,, sorry, simple tense,, simple past tense begitu sulit dipelajari.

R : what the difficulties in studying simple past? you are sister,

s1 : I think, no body, nothing.

R : and you sister?

s2 : because not yet study

R : you are sister?

s3 : I think not yet study.

R : oke, thank you..

Interview Sheet

Interview with the Students in the second Session

R : Sister,,, what do you think about peer lesson strategy?

s1 : yah,, menurut saya, peer lesson strategy bisa berkonsultasi kepada teman baik dan aktif di tempat agar kita dapat memberi hal yang positif yang kita ketahui.

s2 : menurut saya peer lesson strategy itu bagus untuk kita, dan supaya cepat paham

s3 : peer lesson strategy adalah belajar dengan merundingkan suatu tema yang diberikan guru.

R : Do you like study simple past by using peer lesson strategy, you are sister?

s1 : ya saya menyukai, karena kita dapat berkonsultasi dengan teman

R : and you sister?

s2 : ya, saya menyukainya karena kita bisa aktif untuk mengetahui untuk memberitahu apa yang ada dipikiran kita

R : and you sister?

s3 : ya saya suka, karena bisa merundingkan suatu pelajaran yang sulit dipahami.

R : oke, thank you.

s1,2,3 : yes sir.

where :

R : Researcher

S1 : Student 1

S2 : Student 2

S3 : Student 3

APPENDIX X

OBSERVATION SHEET IN CYCLE I

Date :

The number of students :

Put a checklist (√) in column Yes and No based on observation

Focus	Topic	Cycle I	
		Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> • The teacher explained about peer lesson strategy • The teacher divided the students into small groups • The teacher gave chance for students to ask about peer lesson strategy • The teacher controlled students' activities and behavior while teaching learning process runs • The teacher gave clarification and conclusion. 		

Students	<ul style="list-style-type: none"> • Students listen and pay attention to the teacher's explanation about peer lesson strategy • Students delivered questions when the teacher gave them a chance • Students asked the teacher about peer lesson strategy • Some of students were still confused and did not know what to do • students into small group • The students discussed a topic with their friends • one of each group explained the topic to another groups • The students asked to the presenter • Students used dictionary to help them find the difficult word • All of students used dictionary when they were studying in the class 		
----------	---	--	--

	<ul style="list-style-type: none"> • Students gave good response to the activities in the classroom • The students followed the test 		
Situation	<ul style="list-style-type: none"> • The classroom is comfortable • The classroom is active • The classroom is noisy • The classroom has media such as whiteboard, marker. 		

APPENDIX XI

OBSERVATION SHEET IN CYCLE II

Date :

The number of students :

Put a checklist (✓) in column Yes and No based on observation

Focus	Topic	Cycle II	
		Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> • The teacher explained about peer lesson strategy • The teacher divided the students into small groups • The teacher gave chance for students to ask about peer lesson strategy • The teacher controlled students' activities and behavior while teaching learning process runs • The teacher gave clarification and conclusion. 		
Students	<ul style="list-style-type: none"> • Students listen and pay attention to the teacher's explanation about peer lesson strategy 		

	<ul style="list-style-type: none">• Students delivered questions when the teacher gave them a chance• Students asked the teacher about peer lesson strategy• Some of students were still confused and did not know what to do• students into small group• The students discussed a topic with their friends• one of each group explained the topic to another groups• The students asked to the presenter• Students used dictionary to help them find the difficult word• All of students used dictionary when they were studying in the class• Students gave good response to the activities in the classroom• The students followed the test		
--	--	--	--

Situation	<ul style="list-style-type: none"> • The classroom is comfortable • The classroom is active • The classroom is noisy • The classroom has media such as whiteboard, marker. 		

APPENDIX XII

**The Statistic Analysis of the Students' Score Post Test in First and
Second Cycle**

Number	Initial Name	Post Test 1	Post Test 2	D	D²
1.	LW	60	90	30	900
2.	SPU	70	80	10	100
3.	DR	50	90	40	1600
4.	WDA	50	70	20	400
5.	TMS	70	90	20	400
6.	SN	80	90	10	100
7.	NMS	30	60	30	900
8.	SRS	40	70	30	900
9.	SYN	80	80	0	0
10.	SHG	60	80	20	400
11.	FR	60	70	10	100
12.	DW	60	60	0	0
13.	RNR	40	80	40	1600
14.	NS	70	90	20	400

15.	WPT	70	70	0	0
16.	LS	70	90	20	400
17.	SKN	60	80	20	400
18.	SNH	30	60	30	900
19.	LP	40	70	30	900
20.	TAK	50	70	20	400
21.	AS	40	60	20	400
22.	AA	70	70	0	0
23.	SZH	40	80	40	1600
TOTAL				$\Sigma D = 460$	$\Sigma D^2 = 12800$

From the last computation have been found that:

$$D = \frac{460}{23} = 20$$

As follow :

$$t = \frac{D}{\frac{D^2 - \frac{(D)^2}{N}}{N(N-1)}}$$

$$t = \frac{20}{\frac{12.800 - \frac{(460)^2}{23}}{23(23 - 1)}}$$

$$t = \frac{20}{\frac{12.800 - \frac{(211680)}{23}}{506}}$$

$$t = \frac{20}{\frac{12.000 - 9.200}{506}}$$

$$t = \frac{20}{7,114}$$

$$t = 2,81$$

Form the computation above, it could be seen that the coefficient of

$$t - \text{observation} = 2,81$$

APPENDIX XIII

DOCUMENTATION

The students discussed the topic in their group



The Students presented the topic with other groups



The teacher controlled students' activity in the classroom



The students listened teacher's conclusion

